

New Hampshire Department of Education



STATE OF NEW HAMPSHIRE
**American Recovery
and Reinvestment Act**



Title I, Part A Section 1003(g) of the
Elementary and Secondary Education Act

State School Improvement Grant Application Continuation Addendum for Cohort I Year 3 and Cohort II Year 2 School Year 2012-13

Complete grant application addendums must be received at the NH DOE on later than
4:00 pm July 13, 2012 to:

*New Hampshire Department of Education
Attn: Paula Delisi
101 Pleasant Street
Concord, NH 03301*

Additionally, electronic copies should be sent to: paula.delisi@doe.nh.gov

**Title I 1003(g) School Improvement Grant
2012 - 2013**

LEA Application

SAU#: 18 District Name: Franklin

Superintendent: Maureen J. Ward Ed.D

Address: 119 Central Street

City: Franklin Zip:03235 Tel: 603-934-3108

E-mail: mward@sau18.org Fax: 603.934.3462

Title I 1003(g) School Improvement Grant Coordinator (if different from Superintendent):

Name: Tracy Bricchi

Address: 119 Central Street

City: Franklin Zip:03235 Tel: 603.934.3108

E-mail: tbricchi@sau18.org Fax: 603.934.3462

LEA Improvement Planning Committee Members for 2012-13	
Name	Group representing (School staff, district staff, parents, or outside expert/facilitator)
Dr. Maureen Ward	Superintendent
Tracy Bricchi	Curriculum Director
Cris Blackstone	Curriculum Coordinator
Anne Holton	Special Education Director
Kevin Barbour	Principal, Middle School
Scott Maxner	Asst. Principal, Middle School
Michael O'Neil	Business Administrator
Dan Sylvester	Teacher, Middle School
Richard Town	Principal, High School
Jay Lewis	Asst. Principal, High School
Jule Finley	Teacher, High School
To Be Determined	Parents of current Middle and High School Students

Schools Being Served:

Complete the grid below for each school your LEA is committing to serve with a School Improvement Grant for the 2012-13 and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Franklin Middle School	330309000511		X					X
Franklin High School	330309000128		X					X

Teacher/Leader Effectiveness System Implementation:

All Cohort II SIG schools are required to implement a new effective teacher and leader evaluation system that meets all US Department of Education and NH Department of Education requirements. Please provide evidence of approval/ acceptance of the revised models by the local school board and union (if required within the given district) to allow for implementation of systems for the 2012-13 school year.

Teacher/Leader Effectiveness System Implementation

The team participated in state sponsored workshops presented by The Danielson Group on Designing a System of Teacher Evaluation. There was a two-day introductory workshop with four follow-up meetings to allow the team time to work through the design of the evaluation document for the Franklin School District. Along with the Design workshops, there was a series of workshops geared toward using a Growth Model as an integral part of the evaluation procedure. These workshops were presented by Scott Marion and took place over four meetings. All workshops took place between October 2011 and March 2012.

Each faculty member was provided with a copy the Danielson book, Enhancing Professional Practice: A Framework for Teaching. The team was then able to use their training to lead a series of faculty meetings at the middle and high schools. These meetings were dedicated to understanding the Framework and how it guides professional practice. Approval of School Board not required.

Transformational Leadership: In implementing the transformation model, the district/LEA may be required to replace the leader, in doing so, the new leader must be selected based on having skills necessary to be a transformational leader. If you have or are planning to replace the leader in any of the district's SIG schools since the original application submission, please provide evidence that the selection of the new leader process has or will included an assessment of the ability of the candidate to be a transformational leader. Such evidence should include:

Job posting & description that notes the requirement of transformation skills and experience

Interview questions that assess the experience and ability to be a transformational leader

Resume of selected leader that reflects experience and ability to lead reform efforts

N/A

Title I 1003(g) School Improvement Grant Action Plan
Franklin High School

Goal		<p>Alignment of curriculum, instruction, and assessment to established competencies:</p> <ul style="list-style-type: none"> • Understand, demonstrate, and communicate curriculum competencies for mathematics and reading for grades 5 – 12. • Map vertically and horizontally both mathematics and reading curriculum for grade 5 – 12 • Identify and provide necessary resources to implement the aligned curriculum • Provide flexible scheduling and collaboration time • Build team structures at the district, school, and grade levels to ensure cohesive curriculum and to improve student learning • Provide effective teaching strategies through embedded, high quality professional development and instructional coaches • Identify and document interventions that support student growth through informative assessments • Develop an effective and objective performance based evaluation tool <p>2. Leadership and Governance:</p> <ul style="list-style-type: none"> • Build instructional leadership capacity at the administration and teaching level • Define and develop all constituent roles to build and sustain the capacity for transformational leadership • Provide effective, high quality, embedded professional development through instructional coaches • Retreat for evaluation of SIG implementation and effectiveness <p>3. Climate and Culture</p> <ul style="list-style-type: none"> • Set expectations early • Provide a safe, welcoming, student centered environment • Provide an inviting physical plant appearance • Student will display a sense of belonging and a feeling that someone cares if they are doing well in the academic, social and civic realms • Develop a system for student leadership and peer mentoring • Expand principal advisory, site councils that address communication
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		4. Communication: <ul style="list-style-type: none"> Develop a strategic plan that identifies roles and responsibilities and a plan for implementation Develop and implement student led conferences Schedule regular parent forums to keep parent informed on academics, discipline, budget, physical plants, and strategic plan Continue to develop a technology infrastructure to support software, hardware, integration of technology for instruction, data, and warehousing 						
Strategy		Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model						
Proposed Activities for 2012-2013 Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.	Indicator Alignment Note the indicator from the Lagging Indicators Annual Report that each activity aligns with.	Resources What existing and/or new resources will be used to accomplish the activity?	Timeline When will this activity begin and end?	Oversight Who will take primary responsibility/ leadership? Who else needs to be involved?	Monitoring (Implementation) What evidence will be collected to document implementation? How often and by whom?	Monitoring (Effectiveness) What evidence will be collected to assess effectiveness? How often and by whom?	Title I School Improvement Funds Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.	
Establish multiple ways to provide real world applications Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level	SIG	7/2012-6/2013	Superintendent Building Administrators Curriculum Coordinators Coaches	Assignments, projects, monthly check ins	Grades: At least a 5% increase in proficiency on NECAP assessments from previous year Feedback from students, teachers, parents using Survey Monkey or similar document, 100% of lesson plans will show	Technology Integration Specialist Stipend 5,000.00 Salary 641.00 Benefits 5,641.00 Total	

	Average Scale Score at Grade Level Graduation Rate College Enrollment Rate					connection to real world application Increase graduation rate by 2% Use National Clearinghouse data to monitor college enrollment	
Increase staff knowledge and implementation of researched-based instructional practices – Math and Literacy Coaches Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment Rate	SIG	7/2012-6/2013	Superintendent Building Administrators Curriculum Coordinators	Classroom Observations and evaluations Inclusion of best practices in lessons	Comparison of NECAP and Study Island test scores to develop correlation and increase effective instruction At least 5% increase on NECAP assessment for all students from previous year and 8% increase on Study Island scores for all students from initial assessment Continuous monitoring of student grades to increase graduation rate	Mathematics Coach TIIA Funded Literacy Coach 60,900.00 Salary 31,130.00 Benefits 92,030.00 Total

<p>Increase staff knowledge and use of aligned instructional and assessment practices – Curriculum Director</p> <p>Revised</p>	<p>AYP Status</p> <p>AYP Targets</p> <p>School Improvement Status</p> <p>Student Proficiency Level</p> <p>Average Scale Score at Grade Level</p> <p>Graduation Rate</p> <p>College Enrollment</p>	SIG	9/2011-6/2013	<p>Superintendent</p> <p>Building Administrators</p>	<p>Use of aligned instructional and assessment practices as recorded through observation and evaluation</p> <p>Use of Differentiated Instruction and Response to Intervention</p>	<p>Comparison of NECAP and Study Island test scores</p> <p>At least 5% increase on NECAP assessment for all students from previous year</p> <p>100% teacher participation in professional development activities during the school year and 80% during the summer</p> <p>Adherence and compliance monitoring co-teaching model</p> <p>Change in instructional practice monitored for alignment to competencies, differentiation, and individual student needs</p>	<p>Curriculum Coordinator</p> <p>60,900.00 Salary</p> <p>31,130.00 Benefits</p> <p>92,030.00 Total</p>
<p>Work alignment of High School Competencies, graduation rates, (and tracking), HS redesign,</p>	<p>AYP Status</p> <p>AYP Targets</p>	<p>SIG</p> <p>TIIA</p>	7/2012-6/2013	<p>Superintendent</p> <p>Building Administrators</p>	<p>Feedback and recommendations</p> <p>Course competencies</p>	<p>Review of data and implementation</p> <p>100% lesson plans have changed</p>	<p>External Consultant – Rob Lukasiak</p>

<p>book talks</p> <p>Revised</p>	<p>School Improvement Status</p> <p>Student Proficiency Level</p> <p>Average Scale Score at Grade Level</p> <p>Graduation Rate</p> <p>College Enrollment</p>	RLIS District		Curriculum Coordinators	Advisory Council recommendations	<p>partially or substantially to align with competencies</p> <p>Observation data gathered from walkthroughs</p> <p>100% of staff participation in book talks</p> <p>100% of staff will participate in designated PLC's.</p>	TIIA Funded
<p>Attorney Consultation</p> <p>Revised</p>	<p>AYP Status</p> <p>AYP Targets</p> <p>School Improvement Status</p> <p>Student Proficiency Level</p> <p>Average Scale Score at Grade Level</p> <p>Graduation</p>	SIG	7/2012-6/2013	Superintendent	Invoices	Meeting Notes	4,000.00 Contracted

	Rate College Enrollment						
Data Training designed to give both administrators and teachers skill in using data to effect instructional change Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment	SIG RLIS TIIA	7/2012-6/2013	Superintendent Curriculum Coordinators	Teacher and Administrator knowledge and use of data to drive instruction Observations and evaluations	Test Scores, conversations at PLC's, team, and staff meetings based around improvement through data 100% lesson plans revised to reflect implementation of newly aquired skills Observation data gathered from walkthroughs will be immediately shared with teachers 80% of teachers will become Study Island Power Users	External Consultant TBD DINI Funded
Student Led parent conferences - Stipends for transformational teacher leaders and training to develop and assist in student led conference training	AYP Status AYP Targets School Improvement Status Student	SIG	7/2012-6/2013	Building Administrators Student Advisors	Notes from Conferences	Feedback from students, parents, teachers using Survey Monkey or other survey 95% participation in student led conferences the	2,500.00 Salary 192.00 Benefits 2,692.00 Total

Revised	Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment					second year with a target of 100% by third year	
Year two review of curriculum, programs, use of data to modify instruction, leadership. Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment	SIG	July 2012-June 2013	Superintendent	Data collection on where we are with monthly updates on improvement in delivery of instruction, program needs, etc	Review of observations, evaluations, test scores 100% of lesson plans revised to include specific language relative to student mastery	10,000.00 Contracted Service Consulting Partners

Substitutes for teacher Professional Development Training Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment	SIG	7/2012-6/2013	Superintendent Building Administrators	Timesheets	Observation data gathered from walkthroughs that PD is effective Conversations during PLC's Teacher shared PD learning at Common Planning Times	8,490.00 Salary 688.50 Benefits 9,178.50 Total
Substitutes for teachers to assist in the development, implementation, and training Plan for teacher evaluation Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average	SIG	7/2012-6/2013	Superintendent Building Administrators School Board Teacher's Union	Implement an effective performance pay plan based on best practices, student growth, observations, and district needs	Document developed and approved by both School Board and Teacher's Union by year three	1,000.00 Salary 76.50 Benefits 1,076.50 Total

	Scale Score at Grade Level Graduation Rate College Enrollment						
SIG grant manager/coordinator Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment	SIG	7/2012- 6/2013	Superintendent	Online grant reports, evaluations, updates, revisions	Approved changes, updates, payments 100% compliance	7,000.00 Salary 1,358.00 Benefits 8,358.00 Total
Equipment (such as projectors, iPads, laptops, cameras, etc) for Professional Development	AYP Status AYP	SIG	7/2012- 6/2013	Curriculum Coordinators	Record of attendance in professional development center	100% teacher participation in professional development activities	2,075.00 Equipment

<p>Center for in-house trainings, meetings, workshops, and data gathering</p> <p>New</p>	<p>Targets</p> <p>School Improvement Status</p> <p>Student Proficiency Level</p> <p>Average Scale Score at Grade Level</p> <p>Graduation Rate</p> <p>College Enrollment</p>				<p>workshops</p> <p>Log of loaned materials</p>	<p>during the school year and 80% during the summer</p> <p>Feedback from staff using Survey Monkey or other survey</p> <p>Increase in professional libraries and online resources directly tied to goals established in SIG</p> <p>Create a district center for in-house teacher professional development and instruction</p>	
<p>Conference registration, supplies, books, and travel for workshops (in-house and out) associated with curriculum alignment, authentic assessment, program development, alignment of competencies, bullying, communication, and reporting</p> <p>Revised</p>	<p>AYP Status</p> <p>AYP Targets</p> <p>School Improvement Status</p> <p>Student Proficiency Level</p> <p>Average Scale Score at Grade</p>	SIG	7/2012-6/2013	<p>Superintendent</p> <p>Building Principals</p> <p>Curriculum Coordinators</p> <p>Coaches</p>	<p>Increased test scores</p> <p>Increased use of RTI, DI, student attendance</p> <p>Increase parent involvement</p>	<p>Meet as staff to review plan for improvement at beginning of school year</p> <p>Data collection to demonstrate 100% attendance and implementation</p> <p>Reports showing notes from PD and intended use along with follow to ensure actually implementing changes</p>	<p>3,000.00 Supplies</p> <p>2,000.00 Books</p> <p>5,500.00 PD</p> <p>3,500.00 Travel</p> <p>14,000.00 Total</p>

	Level Graduation Rate College Enrollment					in the classroom Observation data gather from walkthroughs	
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ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE 2012-2013

(Please complete one per school)

For Cohort I: Your year 3 funding amounts were conformed in your original application.

For Cohort II: Each school, per the US ED guidance, is able to apply for funding within the range of \$50,000 and \$2,000,000 per year. Please consider in your application that for the 2012-13 school year the NH DOE has approximately \$1,696,410 total to award to Cohort II (comprised of 8 schools)

Use this form to provide sufficient detail regarding proposed expenditure for the 2012-2013 project period. Complete all appropriate justification forms (enclosed in original application). Once this application is approved any revisions can be provided through the Online Grant Management System only . The online submission will override the paper-based submission.

School Name: Franklin High School

Account Category	Budget Detail	
	Narrative	Total Costs
Salaries and Benefits <small>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</small>	<p>Salary and benefits for school year Technology Integration Specialist Stipend ~ Salary = 5,000.00 FICA = 383.00 Life = 33.00 WC = 13.00 Unemployment = 212.00 Total=5,641.00</p> <p>Salary and benefits for full time year round Literacy Coach ~ Salary = 60,900.00 FICA = 4,659.00 Health = 18,250.00 Dental = 1,099.60 Life = 33.00 WC = 159.00 Unemployment = 211.40 Retirement = 6,718.00 Total = 92,030.00</p> <p>Salary and benefits for full time year round Curriculum Director ~ Salary = 60,900.00 FICA = 4,659.00 Health – 18,250.00 Dental = 1099.60 Life = 33.00 WC = 159.00 Unemployment = 211.40 Retirement = 6,718.00 Total = 92,030.00</p> <p>Salary and benefits for year round Grant Manager stipend ~ Salary = 7,000.00 Life = 25.00 FICA = 536.00 Retirement = 566.00 WC = 19.00 Unemployment = 212.00 Total = 8,358.00</p> <p>Salary and benefits for stipends for Transformational Teacher Leaders to develop and assist in student led conference training Salary = 2,500.00 FICA = 192.00 Total = 2,692.00</p> <p>Salary and benefits for Substitute teachers for staff to attend professional development workshops/seminars/in-house trainings Salary 1100-120 = 9,490.00 FICA 1100-220 = 765.00 Total = 10,255.00</p>	211,006.00

Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i>		
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Supplies, materials, and refreshments for in-house professional development workshops and trainings such as notebooks, paper, markers, flip charts, refreshments, etc. Total = 3,000.00	3,000.00
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Purchase professional development resources such as books, reference books, teachers guides, periodicals, and videos/DVDs for a staff lending library. Materials will focus on curriculum, instruction, assessment, and climate. Total = 2,000.00	2,000.00
Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i>	Purchase equipment for professional development training center: laptops, iPads, etc. to facilitate in house workshops and trainings. Total = 2,075.00	2,075.00
Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i>	Registration for miscellaneous professional development workshops, seminars, and memberships throughout the school year such as those that are offered at UNH, SERESC, and others. 5,500.00 Consulting Partners – To provide support for schools ability to develop and implement improvement plans , relate effectively to each other, goal setting, accountability, and feedback. 10,000.00 Attorney Fees 4,000.00 Total = 19,500.00	19,500.00
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>	Travel expenses associated with out of district professional development workshops and seminars as well as DOE sponsored SIG meetings for staff at the approved District rate. Total = 3,500.00	3,500.00
Administration <i>Include other costs associated with supporting plan implementation.</i>		
Indirect Costs	@ SAU 18 approved rate of 3.7%	8,919.00
Total		250,000.00

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Title I 1003(g) School Improvement Grant
2012 - 2013
LEA ASSURANCES

By signing below, the Local Educational Agency (LEA), Franklin School District, is agreeing to the following Title I, Part A 1003(g) School Improvement Grant (SIG) assurances with the New Hampshire Department of Education (NH DOE) and the United States Department of Education (US ED):

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements (US ED requirement);
- The program and services provided with Title I, Part A 1003(g) School Improvement Grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, pregnancy, marital or parental status, sexual orientation, handicapping conditions, or physical, mental, emotional, or learning disabilities (NHDOE requirement);
- Administration of the program, activities, and services covered within the attached application(s) will be in accordance with all applicable federal, state, regulations (NHDOE requirement);
- Design and implementation of the interventions will be consistent with the Title I, Part A 1003(g) School Improvement Grant final requirements (NHDOE requirement);
- The funds received under this grant will be used to address the goals set forth in the attached application (NHDOE requirement);
- Fiscally related information will be provided with the timeliness established for the program(s) (NHDOE requirement);
- The specific school-level data required in section III of the final requirements will be reported for all schools within the LEA that are participating in the Title I, Part A 1003(g) School Improvement Grant through quarterly meetings, evaluations, progress reports, or on-site visitations, including the following data (US ED requirement):
 - Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.
 - Does the school provide any of the following in order to offer increased learning time:
 - longer school day
 - before or after school
 - summer school
 - weekend school
 - Other
 - The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year;
 - The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);
 - The number of high school students who complete at least one class in a postsecondary institution;
 - The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;
 - The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;

**Title I 1003(g) School Improvement Grant
2012 - 2013
LEA ASSURANCES CONTINUED**

- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - Dropout rate;
 - Student attendance rate;
 - Discipline incidents;
 - Truants;
 - Distribution of teachers by performance level on an LEA's teacher evaluation system (when available); and
 - Teacher attendance rate.
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- All schools within the LEA that are participating in the Title I, Part A 1003(g) School Improvement Grant will submit to the NH DOE a written Annual Progress Report/Evaluation Report which documents activities and address both the implementation of the Title I 1003(g) School Improvement Grant plan and student achievement results (NHDOE requirement);
 - Title I, Part A 1003(g) School Improvement Grant will be used to supplement, not supplant Federal, state, and local funds that a school would otherwise receive (NHDOE requirement);
 - The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that our LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds (US ED requirement);
 - If the LEA implements a restart model in a Tier I or Tier II school, the LEA will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (US ED requirement);
 - Assign a Title I, Part A 1003(g) School Improvement Grant Coordinator that will participate in regular NH DOE Title I, Part A 1003(g) School Improvement Grant meetings and have a LEA Improvement Planning/ Implementation Committee that meets regularly (NHDOE requirement);
 - Recruitment, screening, and selection of external providers, if applicable, will be conducted in a manner that ensures a high level of quality of service (NHDOE requirement);
 - Additional resources will be aligned with the interventions (NHDOE requirement);
 - LEA's practices or policies will be modified, if necessary, to enable the LEA to implement the interventions fully and effectively (NHDOE requirement); and
 - The reforms will be sustained after the funding period ends (NHDOE requirement).

Superintendent's signature

Date signed

**New Hampshire Department of Education
Title I, Part A 1003(g) School Improvement Grant (SIG)
District Scoring Rubric**

SAU#: 18 District Name: Franklin Total # of Schools Applying: 2 Reviewer Name: _____						
Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear & complete; all areas addressed	Exemplary: well conceived & thoroughly developed	Reader Comments
LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.						
The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.						
Year 2 (2012-13) Action Plan is complete including: <ul style="list-style-type: none"> • Goal • Strategy • Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement. • Activity status (completed, revised, new) • Pre-implementation activities are appropriate and within the SIG guidance. • Resources • Timeline • Oversight • Monitoring of implementation • Monitoring of effectiveness • Funds needed The model chosen is clearly connected to the activities chosen in the Action Plan.						
Completed the One Year (2012-2013) Detail School Budget and justification forms (if applicable).						

Title I 1003(g) School Improvement Grant Action Plan
Franklin Middle School

Goal		<p>Alignment of curriculum, instruction, and assessment to established competencies:</p> <ul style="list-style-type: none">• Understand, demonstrate, and communicate curriculum competencies for mathematics and reading for grades 5 – 12.• Map vertically and horizontally both mathematics and reading curriculum for grade 5 – 12• Identify and provide necessary resources to implement the aligned curriculum• Provide flexible scheduling and collaboration time• Build team structures at the district, school, and grade levels to ensure cohesive curriculum and to improve student learning• Provide effective teaching strategies through embedded, high quality professional development and instructional coaches• Identify and document interventions that support student growth through informative assessments• Develop an effective and objective performance based evaluation tool <p>2. Leadership and Governance:</p> <ul style="list-style-type: none">• Build instructional leadership capacity at the administration and teaching level• Define and develop all constituent roles to build and sustain the capacity for transformational leadership• Provide effective, high quality, embedded professional development through instructional coaches• Retreat for evaluation of SIG implementation and effectiveness <p>3. Climate and Culture</p> <ul style="list-style-type: none">• Set expectations early• Provide a safe, welcoming, student centered environment• Provide an inviting physical plant appearance• Student will display a sense of belonging and a feeling that someone cares if they are doing well in the academic, social and civic realms• Develop a system for student leadership and peer mentoring• Expand principal advisory, site councils that address communication <p>4. Communication:</p> <ul style="list-style-type: none">• Develop a strategic plan that identifies roles and responsibilities and a plan for implementation
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		<ul style="list-style-type: none">Develop and implement student led conferencesSchedule regular parent forums to keep parent informed on academics, discipline, budget, physical plants, and strategic planContinue to develop a technology infrastructure to support software, hardware, integration of technology for instruction, data, and warehousing						
Strategy		Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model						
Proposed Activities for 2012-2013 Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.		Indicator Alignment Note the indicator from the Lagging Indicators Annual Report that each activity aligns with.	Resources What existing and/or new resources will be used to accomplish the activity?	Timeline When will this activity begin and end?	Oversight Who will take primary responsibility/ leadership? Who else needs to be involved?	Monitoring (Implementation) What evidence will be collected to document implementation? How often and by whom?	Monitoring (Effectiveness) What evidence will be collected to assess effectiveness? How often and by whom?	Title I School Improvement Funds Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.
Establish multiple ways to provide real world applications Revised		AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade	SIG	7/2012-6/2013	Superintendent Building Administrators Curriculum Coordinators Coaches	Assignments, projects, monthly check ins	Grades: At least 5% increase in proficiency on NECAP assessments from previous year Feedback from students, teachers, parents using Survey Monkey or similar document, 60% of lesson plans will show connection to real world application	Technology Integration Specialist 40,600.00 Salary 17,737.24 Benefits 58,337.24 Total

	Level Graduation Rate College Enrollment Rate						
Increase staff knowledge and implementation of researched-based instructional practices Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment Rate	SIG	7/2012-6/2013	Superintendent Building Administrators Curriculum Coordinators	Classroom Observations and evaluations Inclusion of best practices in lessons	Comparison of NECAP and Study Island test scores to develop correlation and increase effective instruction At least 5% increase on NECAP assessment for all students from previous year and 8% increase on Study Island scores for all students from initial assessment	Literacy Coach ~ 60,900.00 Salary 12,651.76 Benefits 73,551.76 Total Math Coach ~ 48,750.00 Salary 4,039.87 Benefits 52,789.87 Total
Increase staff knowledge and use of aligned instructional and assessment practices –	AYP Status AYP	District	7/2012-6/2013	Superintendent Building	Use of aligned instructional and assessment practices as recorded through	Comparison of NECAP and Study Island test scores	District Funded

Curriculum Coordinator Revised	Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment			Administrators	observation and evaluation Use of Differentiated Instruction and Response to Intervention	At least 5% increase on NECAP assessment for all students from previous year 100% teacher participation in professional development activities during the school year and 80% during the summer Adherence and compliance monitoring co-teaching model Change in instructional practice monitored for alignment to competencies, differentiation, and individual student needs	
Renewal of purpose of teacher, developing collegial atmosphere, teaming, providing support for change process Revised	AYP Status AYP Targets School Improvement Status	SIG	7/2012-6/2013	Superintendent	Feedback from students, parents, teachers	Comparison of data on teacher and student absenteeism, bullying, grievances, discipline 10% decrease in bullying incidents	Professional Renewal: Courage to Teach, Jean Haley SINI Set Aside

	Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment					from previous year 20% decrease in office referrals from previous year 0 grievances	
Mentorship for Building Administrator Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College	SIG	7/2012-6-2013	Superintendent	Notes taken during consultation, feedback on surveys, wellness of administration and participation data	Feedback from teachers and students through Survey Monkey	NHASP SINI Set Aside

	Enrollment						
Data Training designed to give both administrators and teachers skill in using data to effect instructional change Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment	SIG RLIS TIIA	7/2012-6/2013	Superintendent Curriculum Coordinators	Teacher and Administrator knowledge and use of data to drive instruction Observations and evaluations	Test Scores, conversations at PLC's, team, and staff meetings based around improvement through data 100% lesson plans revised to reflect implementation of newly acquired skills Observation data gathered from walkthroughs will be immediately shared with teachers 80% of teachers will become Study Island Power Users	External Consultant TBD DINI Set Aside
Student Led parent conferences - Stipends for transformational teacher leaders and training to develop and assist in student led conference training Revised	AYP Status AYP Targets School Improvement Status Student Proficiency	SIG	7/2012-6/2013	Building Administrators Student Advisors	Notes from Conferences	Feedback from students, parents, teachers using Survey Monkey or other survey 95% participation in student led conferences the first year with a target of	2,500.00 Salary 192.00 Benefits 2,692.00 Total

	Level Average Scale Score at Grade Level Graduation Rate College Enrollment					100% by third year	
Attorney Consultation Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment	SIG	7/2012- 6/2013	Superintendent	Invoices	Meeting Notes	4,000.00 Contracted

Substitutes for teacher Professional Development Training Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment	SIG	7/2012-6/2013	Superintendent Building Administrators	Timesheets	Observation data gathered from walkthroughs that PD is effective Conversations during PLC's Teacher shared PD learning at Common Planning times.	8,000.00 Salary 612.00 Benefits 8,612.00 Total
Substitutes for teachers to assist in the development, implementation, and training Plan for teacher evaluation Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average	SIG	7/2012-6/2013	Superintendent Building Administrators School Board Teacher's Union	Implement an effective performance pay plan based on best practices, student growth, observations, and district needs	Document developed and approved by both School Board and Teacher's Union by year three	1,000.00 Salary 76.50 Benefits 1,076.50 Total

	Scale Score at Grade Level Graduation Rate College Enrollment						
SIG grant manager/coordinator Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment	SIG	7/2012- 6/2013	Superintendent	Online grant reports, evaluations, updates, revisions	Approved changes, updates, payments 100% compliance	7,000.00 Salary 1,358.00 Benefits 8,358.00 Total
Equipment (such as projectors, iPads, laptops, cameras, etc) for Professional Development	AYP Status AYP	SIG	7/2012- 6/2013	Curriculum Coordinators	Record of attendance in professional development center	100% teacher participation in professional development activities	2,075.00 Equipment

<p>Center for in-house trainings, meetings, workshops, and data gathering</p> <p>New</p>	<p>Targets</p> <p>School Improvement Status</p> <p>Student Proficiency Level</p> <p>Average Scale Score at Grade Level</p> <p>Graduation Rate</p> <p>College Enrollment</p>				<p>workshops</p> <p>Log of loaned materials</p>	<p>during the school year and 80% during the summer</p> <p>Feedback from staff using Survey Monkey or other survey</p> <p>Increase in professional libraries and online resources directly tied to goals established in SIG</p> <p>Create a district center for in-house teacher professional development and instruction</p>	
<p>Conference registration, supplies, books, and travel for workshops (in-house and out) associated with curriculum alignment, authentic assessment, program development, alignment of competencies, bullying, communication, and reporting</p> <p>Revised</p>	<p>AYP Status</p> <p>AYP Targets</p> <p>School Improvement Status</p> <p>Student Proficiency Level</p> <p>Average Scale Score at Grade</p>	SIG	7/2012-6/2013	<p>Superintendent</p> <p>Building Principals</p> <p>Curriculum Coordinators</p> <p>Coaches</p>	<p>Increased test scores</p> <p>Increased use of RTI, DI, student attendance</p> <p>Increase parent involvement</p>	<p>Meet as staff to review and develop plan for improvement</p> <p>Data collection to demonstrate 100% attendance and implementation</p> <p>Reports showing notes from PD and intended use along with follow up to ensure actually implementing changes in the classroom</p> <p>Observation data</p>	<p>3,000.00 Supplies</p> <p>2,000.00 Books</p> <p>5,500.00 PD</p> <p>3,500.00 Travel</p>

	Level Graduation Rate College Enrollment					gather from walkthroughs	
Year two review of curriculum, programs, use of data to modify instruction, leadership. Revised	AYP Status AYP Targets School Improvement Status Student Proficiency Level Average Scale Score at Grade Level Graduation Rate College Enrollment	SIG	July 2012-June 2013	Superintendent	Data collection on where we are with monthly updates on improvement in delivery of instruction, program needs, etc	Review of observations, evaluations, test scores 100% of lesson plans revised to include specific language relative to student mastery	10,000.00 Contracted Service Consulting Partners

ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE 2012-2013

(Please complete one per school)

For Cohort I: Your year 3 funding amounts were conformed in your original application.

For Cohort II: Each school, per the US ED guidance, is able to apply for funding within the range of \$50,000 and \$2,000,000 per year. Please consider in your application that for the 2012-13 school year the NH DOE has approximately \$1,696,410 total to award to Cohort II (comprised of 8 schools)

Use this form to provide sufficient detail regarding proposed expenditure for the 2012-2013 project period. Complete all appropriate justification forms (enclosed in original application). Once this application is approved any revisions can be provided through the Online Grant Management System only . The online submission will override the paper-based submission.

School Name: Franklin Middle School

Account Category	Budget Detail	
	Narrative	Total Costs
Salaries and Benefits <small>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</small>	Salary and benefits for full time Technology Integration Specialist ~ Salary = 40,600.00 FICA = 3,106.00 Life = 33.00 WC = 106.00 Unemployment = 212.00 Health = 9,150.00 Dental = 540.00 Retirement = 4,590.24 Total= 58,337.24	205,417.37
	Salary and benefits for full time year round Literacy Coach ~ Salary = 60,900.00 FICA = 4,793.00 WC = 163.00 Unemployment = 211.40, Life = 33.00 Dental = 540.36 Retirement = 6,911.00 Total = 73,551.76	
	Salary and benefits for part time year round Math Coach ~ Salary = 48,750.00 FICA = 3,721.87 WC = 106.00 Unemployment = 212.00 Total = 52,789.87	
	Salary and benefits for year round Grant Manager stipend ~ Salary = 7,000.00 Life = 25.00 FICA = 536.00 Retirement = 566.00 WC = 19.00	

	<p>Unemployment = 212.00 Total = 8,358.00</p> <p>Salary and benefits for stipends for Transformational Teacher Leaders to develop and assist in student led conference training Salary = 2,500.00 FICA = 192.00 Total = 2,692.00</p> <p>Salary and benefits for Substitute teachers for staff to attend professional development workshops/seminars/in-house trainings Salary 1100-120 = 9,000.00 FICA 1100-220 = 688.50 Total = 9,688.50</p>	
<p>Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i></p>		
<p>Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Supplies, materials, and refreshments for in-house professional development workshops and trainings such as notebooks, paper, markers, flip charts, etc. Total = 3,000.00</p>	3,000.00
<p>Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Purchase professional development resources such as books, reference books, teachers guides, periodicals, and videos/DVDs for a staff lending library. Materials will focus on curriculum, instruction, assessment, and climate. Total = 2,000.00</p>	2,000.00
<p>Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i></p>	<p>Purchase equipment for professional development training center: laptops and iPads, etc. to facilitate in house workshops and trainings. Equipment justification attached. Total = 2,075.00</p>	2,075.00

Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i>	Registration for miscellaneous local Professional Development workshops and seminars throughout the school year such as those that are offered at UNH, SERESC, and others. 5,500.00 Consulting Partners – To provide support for schools ability to develop and implement improvement plans , relate effectively to each other, goal setting, accountability, and feedback. 10,000.00 Legal Fees. 4,000.00 Total = 19,500.00	19,500.00
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>	Travel expenses associated with out of district professional development workshops and seminars as well as DOE sponsored SIG meetings for staff at the approved District rate. Total = 3,500.00	3,500.00
Administration <i>Include other costs associated with supporting plan implementation.</i>		
Indirect Costs	At the SAU 18 2013 DOE approved rate of 3.7%	8,712.00
Total		244,204.37